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ABSTRACT

This report is a summary of the state of Los Angeles City College (California) in 2002. It examines past goals and demonstrates completion of each, summarizes the state of the college, and looks ahead to the next 5 years by defining 8 priorities for the future. Los Angeles City College (LACC) President Mary Spangler describes how the College has met the following seven goals: fostering educational excellence; improving communication among campus units; transforming LACC into an "electronic campus"; improving the physical environment and increasing safety and security; promoting diversity; establishing clear lines of accountability; and strengthening college and community collaboration. Next, the report describes the current state of LACC, noting increased enrollments, higher levels of collaboration with the community in health care, expanded workforce and community education, and increased academic excellence. The president then looks forward to the next 6 years and defines continued priorities in academic excellence, a more aesthetic campus, expanded partnerships, a student-centered learning environment, a reputation for quality, increased resources and an efficient allocation of those resources, and more informed decision making. Finally, the report graphically summarizes key demographic and fiscal data, illustrating LACC's increased diversity and financially stable budget. (CB)

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THE PRESIDENT'S REPORT

2001 - 2002

LOS ANGELES CITY COLLEGE

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Since 1995, the college has been working consciously to recapture a sense of its full potential. And today LACC has re-emerged as an institution exuding optimism and hope for the future because of the progress we have made during the intervening period. There is a palpable excitement at being able to rebuild a campus that had experienced many years of neglect and withdrawn into a state of passive acceptance. There is a renewed energy, even enthusiasm, fueled by a 67% voter approval of Proposition A in April 2001. This bond measure has reinvigorated the campus and led to a visionary facilities master plan that will occupy our energies for the foreseeable future. Along with the excitement is the reality that, during the construction process, students, faculty, and staff will have to adapt to the discomfort and challenge of "re-modeling" existing structures and building new facilities.

Another significant change has been the college's responsiveness to and relationship with the local community. The changes range from participating on chambers of commerce to creating public-private educational partnerships; from welcoming notable visitors to developing close working relationships with our elected officials; and from being a resource to our neighbors to providing the services our diverse and multiple communities tell us they want and need. That relationship will only get stronger as it is cultivated, and that relationship will benefit our students.

During the last six years, LACC has also changed internally. We have intentionally grown from 9,500 full-time equivalent students to a current projection of 16,200, an amazing 68% increase. Our headcount this year is expected to be more than 18,000 students, a 20% increase from approximately 15,000 in 1996. That increase indicates we are operating more effectively and efficiently. Our expansion is the result of conscious, collaborative, and cooperative efforts involving all constituents across the institution—from the faculty who provide quality instruction, to the staff who facilitate students' access to classes and support services, to the administration who markets the college and manages its resources carefully. This broad-based involvement has reaped many benefits, including increased funding for the college.

This annual *State of the College* report has a format different from previous ones. The report marks the end of the first stage in Los Angeles City College's recent evolution. It begins by reviewing our six-year journey toward completing the vision set out by our earlier goals. It then describes the current state of the college by recounting our major

planning activities, identifying our new priorities, and reviewing our academic endeavors as we transition from where we were to where we intend to go. The final section looks ahead to the next six years. It reveals our plans for the physical campus of the future. In previewing the college's conceptual focus for the next six years, we identify the goals we have already begun to tackle from our new strategic plan, *Creating an Urban Oasis of Learning, 2002-2008*. To conclude the report, data on demographic and fiscal trends capture our recent history visually.

In reading about our journey as an institution, you will see we have come a long way. The trip has been challenging and rewarding, yet we have a long way to go. Our newly framed vision yields an inspired destination, and our strategic plan provides clear directions to help us get there. As LACC's strength and effectiveness continue to increase, we look to provide educational leadership and innovation for our students, the beneficiaries of our efforts.

LACCD Chancellor Drummond and Board of Trustees President Scott-Hayes pictured at LACC North Campus ground breaking with LACC President Spangler and Senator Polanco.



THE PRESIDENT'S MESSAGE

LOOKING BACK: Six Years In Review



VISION 1995 - 2001¹

Six years ago, the college articulated a new vision and developed seven planning goals to help achieve that future. At the time, that vision seemed wishful, unattainable, and unrealistic. Today, it is generally acknowledged that LACC is well on its way to being transformed. Two significant and far-reaching external events contributed to this new reality. First, in 1998, the Board of Trustees' decision on LACCD Reform and Reorganization led the way to allow the college to set its own path. The action to decentralize enabled LACC to seize the initiative, place innovative projects on the agenda, and control its own development while taking responsibility for the outcomes. Second, in April 2001, Los Angeles voters passed the landmark \$1.245 billion Proposition A bond measure, giving LACC \$147 million with which to recreate the physical campus for the next 25 to 50 years.

The college moved from deficit spending in 1995 to a financially stable budget two years later. In 1997, LACC faced three warnings from the Accrediting Commission in planning, cleanliness, and leadership which resulted in a change in the college leadership. That challenge stimulated our commitment to teaching and learning and our responsiveness to the community. In 1999, the college celebrated its 70th birthday. In 2000, the Midterm Report from the Commission noted "significant improvement in the college's response to the 1997 recommendations" and removed the warnings.

The college's progress toward its vision is tied to many events occurring between 1995 and 2001. Some of these key events are highlighted in the seven goals derived from that original vision. Since 1995, LACC has clearly made the most of our demographic, cultural, and educational resources. In tracing our progress, it is undeniable that the college is fiscally healthier, physically more attractive, technologically current, and prepared for a challenging and exciting future.

COMPLETING OUR GOALS

GOAL 1:

Foster educational excellence to fulfill the college's primary mission.

New programs opened, including the Program for Accelerated College Education (PACE) with tracks in Business and Future Teachers; Cooperative Education; the award-winning multi-disciplinary "City of Angels;" and a special City Prep Academy for high school students. With broad faculty and community support, the college began in earnest to secure approval to re-open our long-closed nursing program. The sports program was expanded with women's basketball, soccer, softball, badminton, and men's and women's golf. The college moved to a compressed 15-week calendar and instituted block scheduling, a winter intersession, and multi-start summer offerings. Focused recruitment, marketing, and retention efforts significantly expanded enrollments and increased the college's operating budget as did a 3-year contract with the LAPD to provide all academy training.

GOAL 2:

Improve communication among all campus units.

Regular printed communication was made web-accessible to all. During this same period, we created a semi-monthly *President's Progress Reports*, semi-annual *Reports to the Community*, annual *State of the College* reports, and specialized newsletters about matriculation, facilities improvement, academic affairs, and student services. Faculty, staff, and the community attended numerous open forums. The college's website appeared and expanded as we improved our technological capability. College-wide celebrations in the summer (Staff Picnic) and winter (Holiday Party) offered new opportunities to build positive campus relationships. New faculty attended a 36-hour Faculty Academy, and new staff attended a ½-day orientation to help them learn about their new environment. To mark the millennium, the college updated its appearance with a new logo ("rising star") and a unified design for its publications. Existing funds and positions were used to create a Director of Communications/Marketing with a graphic design support function that had a visible impact on the quality of our advertising and design work.

GOAL 3:

Transform LACC into an "electronic campus."

Progress began with the installation of a fiber-optic backbone in 1998, thanks to the procurement of State Instructional Equipment funds. The college moved to web-based registration, computer-assisted assessment, a networked purchasing system, and the Cub Card—a "smart card" to collect attendance. The college became an acknowledged district leader in technology. All faculty had access to computers. With the most sophisticated, improved networking systems providing total access to staff, faculty, and students, LACC established an electronic information platform that completely overhauled our technological capability both instructionally and administratively and set the stage for future academic and classroom implementation.

GOAL 4:**Improve the physical environment and increase security and safety.**

Through the efforts of the staff and the All-City Team of volunteers working with the community, the college removed an Accreditation Commission "warning" on cleanliness and resolved several CalOSHA citations by 1998. A performance energy contract combined with FEMA and scheduled maintenance funds enabled all major buildings to be air-conditioned by 2000, except the Administration Building. Several new laboratories and classrooms along with a Fitness Center, bleachers in two gyms, new furniture, fresh paint, and flowers added to the improved appearance. Custodial operations, the bookstore, and the Child Development Center found new homes. The college entered into a joint partnership with a private developer to improve three+ acres of property. In 2000-2001, the largest maintenance budget ever was allocated, with \$3.4M on alterations and improvements (\$1.1+ M) and equipment (\$2.2+ M) in addition to separate funds from the State Instructional Equipment category. The LACCD hired the LA County Sheriff, as a substitute for the college police, to improve safety and security. No significant crimes or security problems were noted during the last four years.

GOAL 5:**Create a campus culture that promotes diversity and fosters collaboration and self-respect among all members of the college community.**

Since Spring 1996, 75 tenure-track faculty were hired to replace retiring faculty or expand academic programs. 47% or 35 were ethnic minorities: 12% African-American, 12% Asian, and 23% Hispanic. Additionally, 45% or 34 were female. Boasting a population among the most diverse in the country, the college celebrated its diversity through a series of regular events: International Women's Day, "City of Angels" Cultural Fair, Foreign Language Day, African American Manchild Conference, and AIDS Awareness Day. Welcome Days at the beginning of each semester established a respectful environment. The President's Art Purchase Program, instituted in 2001, annually provided talented students in all visual media the opportunity to have their artwork selected competitively, purchased, and displayed on campus. The Health Fair, coordinated by the Student Assistance Center, Health Center, and the Associated Student Body Government, increased medical participants by 20%. The college also participated in a research project with USC to create a Diversity Scorecard.

GOAL 6:**Establish clear lines of accountability.**

The decentralization of the District Office and the empowerment of the college president to lead the decision-making process increased college performance. This action was accompanied by the chancellor conducting an annual evaluation of presidential performance, with a comprehensive assessment every three years. These evaluations underscored the importance of holding the president accountable for the campus. Related actions included expanding and stabilizing the administrative team and revising the original shared governance document to reflect accurately the college decision-making process. The Office of Institutional Planning and Effectiveness was established to provide data necessary to make informed decisions. A significant outcome was the creation of the Enrollment Management Team charged with monitoring and maximizing enrollments in classes prior to each semester. That team helped increase overall enrollments by at least 8% each year since 2000.

GOAL 7:**Strengthen college and community collaboration.**

Proactive efforts in 1997 resulted in the MTA naming the Vermont station "LA City College Station," thereby raising the community's awareness of the college. The college opened a One Stop Center in 1999 on the edge of campus, improving its presence in the immediate community. Since then, a series of other locations—including the purchase of the historic Van de Kamp Bakery—irrefutably expanded that presence and influence. The Cisco Academy at the LA River Center and the Koreatown Education Center provided access to education for communities unlikely to travel to the main campus. A downtown Corporate and Community Education Center addressed the business community's needs. An active Foundation accomplished several key goals. The Board of Directors:

- 1) Increased the endowment to \$2 million
- 2) Became only the 2nd community college in the state licensed to manage charitable gift annuities,
- 3) Expanded to include a District Office location,
- 4) Refurbished the Camino Theatre through the successful "Save a Seat Campaign,"
- 5) Hosted its first annual charity golf tournament, and
- 6) Instituted a successful swap meet to raise discretionary money in excess of \$250,000 annually.

¹ Vision 1995-2001: LACC will become again an important center of culture and learning in downtown Los Angeles; transform the campus into a clean, safe, attractive, and supportive environment; emerge with a reputation for empowering students through innovative academic programs and individualized support services; shape an energetic, harmonious community, and inspire a deep appreciation for the new and different, an abiding spirit of tolerance and mutual respect, and a passion for lifelong learning.

THE STATE OF THE COLLEGE: 2001-2002



A YEAR OF PLANNING & TRANSITION

This year has been one of planning for the college. During the previous six years, the campus expended its energy and efforts on recapturing a lost vitality and spirit by engaging in refurbishing, organizing, and rebuilding our facilities and infrastructure. In 2001-2002, we reached a new plateau where we spent time imagining, dreaming, and moving toward the future with strength, optimism, and courage.

Our planning included the following processes:

- Strategic planning to identify our vision for the next six years
- Program review to assess instructional offerings
- Accreditation self study to prepare for an external site visit
- Educational master planning to focus instructional efforts
- Integrated budget and planning to have planning drive the budget
- Facilities master planning to revitalize the physical environment and provide a 10-year building plan
- Information technology master planning to advance instructional and administrative technology
- Shared governance revision to reflect the evolution of our collegial decision-making responsibilities

The most significant planning we have undertaken has been to develop a powerful *shared vision*. There is nothing more important in an organization than asking and answering the question, "What do we want to create?" At LACC we have done that. We will now look through a unique lens to focus our energies and align our decision-making with the intention of "*creating an urban oasis of learning that educates minds, opens hearts, and celebrates community.*" Our planning has been framed around that vision of our future, and our new strategic plan is the document to guide us over the next six years to realize that aspiration.

With its foundation built on a campus dialogue of ten town meetings, the plan is carefully structured to ensure it is not just a document but is, rather, a dynamic process that drives improvement. The plan identifies eight *priorities* to achieve our vision. Within each of the priorities is a series of *strategies* that describes specific actionable efforts the institution will pursue. A series of *intended outcomes* purposefully ties the priorities and strategies to the vision. We are also committed to creating continuous improvement and public accountability through a series of *vital signs* to provide feedback on the effectiveness of our strategies. All of these components are detailed in the publication *Creating an Urban Oasis of Learning, 2002-2008*.

8 STRATEGIC PLANNING PRIORITIES

1. Foster a culture of academic excellence by systematically strengthening the educational program and the quality of teaching that lead directly to greater student success.
2. Maintain and enhance a safe, aesthetically pleasing campus environment that encourages involvement, nurtures community, and leads to student success.
3. Expand and strengthen partnerships with business, industry, educational institutions, neighborhood groups, and regional associations.
4. Create a student-centered learning environment that focuses on students' needs and reduces the barriers to their success.
5. Enhance the college's visibility and reputation for quality.
6. Increase the resources available to the college through state and district allocation processes and through extramural development efforts.
7. Develop and implement plans to enhance the efficient allocation of resources that support the college's vision and priorities.
8. Collect and use data systematically to make informed decisions that lead to continuous organizational improvement.

2001-2002 ENDEAVORS AND ACHIEVEMENTS

Increased Enrollments

Fall began with an increase of 861 Full-Time Equivalent students (FTES) (up over 14% from the previous year) in a new 15-week compressed calendar. Spring 2002 enrollment was 17,882 (headcount), a 7.5% increase over last spring and 19.1% increase over the average enrollment for the last five years. The FTES projection is 7,175, an increase of 15% over last spring. The projected 2001-2002 total growth is slated for almost 16.5%. . . . Enrollments increased throughout student services programs for both semesters. EOPS served 3446 during fall, a 14% increase over the previous fall. TRIO/Student Support Services served 160 with a waiting list of 100, a 66% increase over last fall including the waiting list. DSPS served 1262, an 8% increase. . . . The Admissions Office used technology to significantly reduce in-person registration and encourage students to register from home. Extra assistance for telephone and web registrations was provided on campus. The late registration procedure was also improved. . . . A matriculation video was created to play continuously and to train faculty and staff; an orientation on the web allows students to access orientation continuously; a new computerized appointment system was purchased for assessment and counseling. . . . EOPS established a separate area for Outreach—the EOPS School Relations Office—to increase visibility in feeder high schools.

Collaboration with the Community in Health Care

Working with three key health care industry partners (Childrens Hospital Los Angeles, Kaiser Permanente Medical Center, and Hollywood Presbyterian/Queen of Angels Hospital), the college received approval from the Board of Registered Nurses to open an Associate Degree Nursing (ADN) program in Fall 2002. . . . The ADN, funded by a Workforce Investment Act Governor's Discretionary grant, will be the capstone for a health industry career ladder that begins with the college's Certified Nurses Assistant (CNA) program. . . . The LACC Dental Technology Department, in partnership with UCLA, initiated a certificate program in Esthetic Dental Design, the fastest growing area of dentistry. Named the "most promising new workforce development program" in the Los Angeles Community College District, Esthetic Dental Design trains technologists to fabricate fixed crowns, bridges, and other appliances to blend cosmetically with existing teeth.

Expanded Workforce and Community Education

The college expanded its workforce training to a variety of new locations: the Corporate and Community Education Center in downtown Los Angeles, Goodwill Industries in the northeastern portion of the service area, and Breakaway Technologies in the west/central area of the city. . . . Three new credit courses in Oracle were added, making LACC a data base academy. A webmaster certificate was offered for the first time at the LA River Center site. . . . The Koreatown Education Center in the mid-Wilshire district offered 39 courses in English, English as a Second Language, computer science, computer applications and office technologies, real estate, and finance and enrolled over 900 students in its premier semester. . . . Our training partnership with the Los Angeles Police Department expanded from basic academy training to include credit for continuing education and consent decree classes. . . . On-campus courses became more workforce relevant with state-of-the-art equipment for training as illustrated by expansion of forensics courses in the Administration of Justice program to include instruction from crime labs criminalists. Courses were developed to utilize the new FATS (Firearms Training System) equipment, which allows students to be in police officer's shoes by interacting with "real life" situations through computer simulations.

Spotlight on Student Support

The new construction project for "seamless entry"—the Student Admissions Center—progressed with users visiting colleges across the state and the nation and incorporating the information gathered into the process re-engineering and prioritized action plans. Planners programmed the layout for the new building with input from the users. . . . The Student Services Council was actively involved in the development of the strategic planning process. . . . A program review document was developed for student services programs with data to evaluate the operations and make informed decisions about future planning. . . . The DSPS Office enhanced accommodations for students with physical disabilities by creating a bulletin board with information in alternate formats, including Braille and enlarged print. . . . A new document imaging system was purchased to scan documents and reduce paper storage. . . . The student handbook was revised and included a student planner. DSPS and EOPS each created new and updated student handbooks. EOPS published an informative brochure about supplemental instruction. . . . A new club advisor's manual was designed to help advisors for the increasing number of clubs on campus. . . . Key administrators and the Deputy Sheriff met to discuss discipline issues and students in distress. The resulting document, *Recognizing and Responding to Students in Emotional Distress*, was widely distributed. This group is developing a plan to increase mental health services for students. . . . TRIO/Student Support Services received a one-time technology grant that provided career, math, and English software purchases

for labs and training for student users. . . . The Child Development Center received a grant to provide a new afternoon program for preschool children to allow parents more time for classes and studying.

Academic Excellence

Marketing students won second place in the national Scholastic Achievement Award in the General Motors Marketing Internship (GMMI) program. . . . The Dental Technology Department was featured in *DT: the Journal of Dental Technology* for its innovative approach to instruction, and the program was accredited "without reporting requirements" by the Commission on Dental Accreditation of the American Dental Association. . . . The Dietetics program received "initial accreditation" from the Commission on Accreditation for Dietetics Education of the American Dietetic Association. . . . For the 20th consecutive year, Radiologic Technology graduates had a 100% pass rate on the state licensure exam. . . . The premier CNA class graduated in April, with 92.3% passing the skills practicum and written examination—a superior rate for a first-time program—provided by the American Red Cross.

Notable Student Events

The 2nd annual "Day at City" brought several areas of the college together to present an outstanding program for over 400 juniors and seniors in our feeder high schools. . . . Several student services and academic departments offered workshops for students during Transfer Empowerment Week, an annual event that informs students about transfer and helps those ready to transfer make the transition to four-year institutions. . . . The yearly Career Fair added a new component of workshops to help students with resume writing and interview techniques. . . . The DSPS Advisory Committee promoted disability awareness by sponsoring a wheelchair basketball exhibition and presenting the film *Losing It*, which deals with people confined to wheelchairs. . . . The Office of Student Services presented a session on compliance and grievance procedures and academic accommodations at the Faculty Academy and at the Department Chairs Council. . . . A district project to develop articulation agreements with Historically Black Colleges and Universities began in Fall 2001.

The Operating Budget and Expenditures

The 2001-2002 Operations Plan was submitted as a balanced budget but was significantly reduced in several areas to meet the \$44.44 million preliminary allocation. As in previous years, this situation forced the college to take some risk to obtain the targeted 12% growth during the year. The final budget of \$47.66 million nearly matched the total expenditure of the prior year. After adjustments from the previous year's ending balances, the college budget exceeded \$49.6 million. . . . Because of its strong growth, the college received the only substantial increase in the district, \$2.6 million, after the enrollment revisions made at the state level. The current operating budget, which matches projected expenditures, is \$52.2 million. . . . Full-time faculty salaries increased from \$10.38 M to \$12.14M in one year, the largest percentage (17%) in over five years and the largest actual increase ever (\$1.76M). At the same time, the cost of hourly instruction increased by almost 28%, from \$5.15M in 2000-2001 to the current \$6.59M. The cost of benefits is also expected to rise this year, perhaps as much as 12%. . . . The equipment budget is projected at \$1.4M while expenses to maintain and improve the facilities remained about the same as last year's. . . . The general operations funding remained constant also, reaching a record high in 2000-2001 of \$3.36M, not including expenses for printing, supplies and repairs. The supply budget for the same period exceeded \$825,000, almost four times what was spent five years ago, and the 2001-2002 budget for this category was increased to over \$1.47M—the largest in college history.

LOOKING FORWARD: Our Next Six Years



A RE-IMAGINED PHYSICAL SETTING

To plan and execute successfully the new construction and renovation projects resulting from the passage of the Proposition A measure, the administration involved numerous stakeholders in the process. Their involvement began during the early stages of defining the ultimately successful bond program. It continued as the initial bond measure proposal was developed and expanded as the Shared Governance Council approved the final six projects.

These projects include the following:

- Student Admission Center and Parking Structure
- Renovated Classrooms
- Math Science and Technology Building
- New Physical Education Facilities with Relocated Stadium
- Child Development Center
- Remodeled Library

In August 2001, the college engaged a team of consultants—master planners—to assist in the development of a new ten-year Facilities Master Plan (FMP). The underlying principle was to recreate the campus to match the new vision statement of the campus as “an urban oasis of learning.” We guided a 6-month process-oriented approach in which a broad-based community of key faculty, administrators, staff, and students participated and provided input. Of note is that the bond projects will incorporate aspects of sustainability.

Critical issues facing the campus were quickly identified. Priorities were circulated, and they led to the development of planning assumptions. These included the decision that construction would not negatively impact enrollment growth, the college would maximize its available space, all sources of funding (ex., capital outlay and scheduled maintenance) would be used to implement

the plan, and users would be involved in the programming and design processes.

Goals for the plan were also identified. These included having the college reach out to the community by softening the campus’s edges, reorienting the “front door,” creating outdoor places for students to linger, and increasing the amount of parking. Most importantly, the final outcome was that the campus recreated itself into three zones to unify the major college functions:

- An academic zone on the northeast side,
- A support and administrative zone on the northwest side, and
- A physical education/health and athletic zone on the south end of the campus.

The next step was to start programming and the preliminary design phase of the physical education/health complex and the math/science/technology building. Finally, we scheduled the FMP and Environmental Impact Report for Board approval in June 2002. Funding includes \$147M from Prop A, \$5.2M in State Capital Outlay, and \$3M in Scheduled Maintenance funds. The long-range site plan is diagrammed on the following page with yellow representing new construction and blue representing renovation projects.

CREATING AN URBAN OASIS, 2002 - 2008

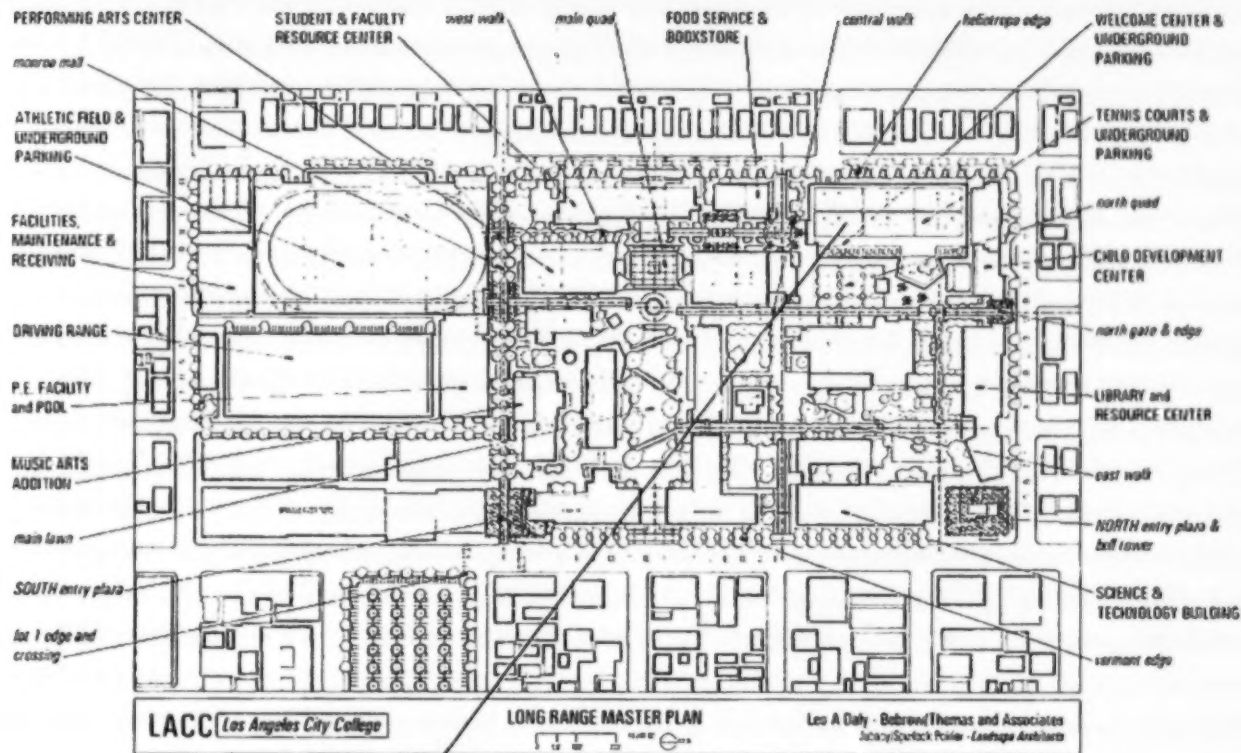
Our challenge is to make our new vision and strategic plan come alive. The first key to accomplishing that is communication. Several thousand copies of *Creating an Urban Oasis of Learning* were published and distributed on campus, in the community, and to key national opinion leaders. The document is featured on the college’s website. The vision statement appears in many college publications, including business cards, and will be placed in conference rooms on campus.

Ownership is a second element in integrating our plans into the campus decision-making procedures. A new Planning Committee was charged with key tasks as part of a revised shared governance process. With 31 strategies enumerated in the strategic plan, we will develop an implementation procedure to create *ad hoc* committees and task forces or assign responsibility for a strategy to a functional unit. Timelines and a phasing plan will be generated. Additionally, we will monitor our progress through the vital signs that measure success.

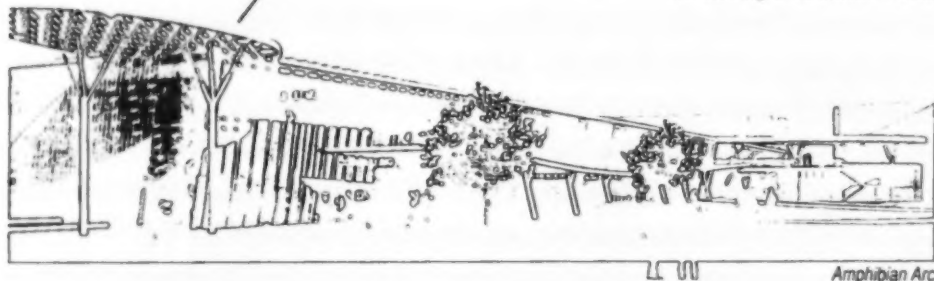
Our plan involves making decisions about organizational priorities that specify what changes in intentions or behaviors we will pursue. Our approach is to align those priorities with our vision, a series of strategies, and the intentional investment of resources

OUR NEW STRATEGIC PRIORITIES

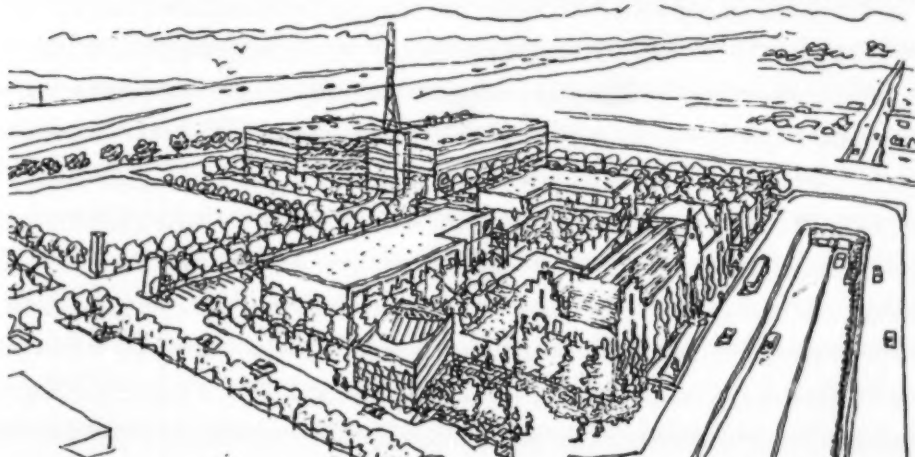
Next year, this annual report will expand from an enumeration of activities and achievements to include an assessment of our performance with respect to the “vital signs” associated with the strategic plan. That is, we will hold ourselves accountable to answering the question, “Have we been successful in our actionable efforts to accomplish the priorities that will move us closer to our vision?” We have already begun this process. In January 2002, we started implementing our new priorities, and the following efforts will help us achieve our vision.



The future layout of Los Angeles City College and architect's drawing of first building to be erected - Student Admissions Center.



Expanding the oasis...architect's drawing of Northeast Campus to open in 2003 at the historic Van de Kamp site in Atwater Village/Glassell Park.



PRIORITY 1

Academic Excellence

The Office of Academic Affairs provided support to departments in completing their six-year program review during Spring 2002. These reviews are the basis for planning and implementing the future program-enhancing strategies. . . .

A pediatric nurse specialty training program was initiated in Spring 2002 in collaboration with Childrens Hospital Los Angeles. . . . Of great pride is the Board of Registered Nurses' approval of LACC's application to re-open the Nursing program in Fall 2002, after a 15-year closure. Additional components of an allied health career ladder are being developed to address the employee shortage in the health care industry. . . . Fall 2002 enforcement of pre- and co-requisite checking in English/ESL, mathematics, cinema/television, and child development is scheduled. . . . Plans are in place to select a full-time academic employee in the Teaching/Learning Center to assist faculty in integrating instructional media into the classroom.

PRIORITY 2

Aesthetic Campus Environment

Preliminary design plans for the Student Admissions Center and parking structure were accepted by the Board of Trustees Planning and Accreditation Committee in Spring 2002. Based upon our highly successful Title V grant, "Seamless Entry," final design and architectural plans were authorized to begin. This is the first project financed through the Prop A bond funds. A groundbreaking ceremony is slated in the fall with construction scheduled to begin January 2003.

PRIORITY 3

Expanded Partnerships

The college broke ground in January 2002 for the golf driving range that was approved as a joint partnership with a private developer from the local community. . . . Workforce Education began offering A+ certification training at two community based organizations, Breakaway Technologies and Goodwill Industries, the lead agency for the collaborative's Workplace Hollywood. . . . The college's purchase of the seven-acre historic Van De Kamp Bakery to adapt and expand into the Northeast Campus—with the full support and leadership of an active community—illustrates the importance of credibility and trust in establishing collaborative relationships.

PRIORITY 4

Student-Centered Learning Environment

The Office of Student Services began reflecting on present counseling services and considering a new way to deliver those services. Counseling faculty visited offices in selected colleges around Southern California. They incorporated the information gathered into a retreat on process re-design during Spring 2002 and developed an action plan to follow up on the retreat. . . . The EOPS program in collaboration with the math and English departments is creating a learning community for new EOPS students based on the "first-year experience" concept, where a student cohort takes first-year classes as a group.

PRIORITY 5

Reputation for Quality

The college's health care partnership with three key hospitals in the area was selected for the California Community Colleges Economic Development Industry-Driven Collaborative Award because of the program's far-reaching impact on the community, value to employers and community businesses, and model partnership. . . . The Human Services Program was honored as the

"best workforce development program" by the Los Angeles Community College District and received Honorable Mention from the California Community Colleges Association of Occupational Educators. . . . LACC's debate team placed 3rd in the nation, a sweepstakes ranking derived from a year of excellent performance. . . . The LACC Mathematics Club ranked 9th in the nation in the American Mathematical Association of Two-Year Colleges in competition against 155 other colleges. . . . The Cinema/Television Department was featured in a February issue of *Community College Week* for its industry-relevant training.

PRIORITY 6

Increased Resources

Following the submission of competitive grants, the college was awarded \$1M from the Governor's Job Skill Training Initiative to further develop the health industry career ladder that will culminate in the Associate Degree Nursing. . . . Workplace Hollywood awarded the multimedia departments \$50,000 to enhance their programs as they prepare students to work in the entertainment industry. . . . The 5-year Department of Education collaborative grant—"Closing the Funding Gap"—will enable LACC along with three other sister colleges to develop its capacity to identify and attract external resources through a series of strategic activities in the area of grants, foundation, and business development.

PRIORITY 7

Efficient Allocation of Resources

Budget funding priorities for 2002-2003 bubbled up through a process that originated with the college's strategic priorities and linked the request for new resources to both program review and the strategic plan. Thus the Budget Committee integrated the budget calendar, budget cycle, and budget priorities with the college planning process. By collegially identifying its major priorities and then funding them first, LACC will shift from the budget driving the plans and toward a model where planning drives the budget. . . . From all the requests for new funding, the Shared Governance Council's Budget Committee developed a comprehensive list of 59 prioritized requests, which totaled over \$4M in faculty and classified staff positions, equipment and new supply items, and other new requirements. . . . The 2002-2003 operational planning resulted in the development of a near \$62M budget, about a 7% increase over last year's \$58M. Details of the current budget and next year's forecast are available on the college web site at www.lacitycollege.edu.

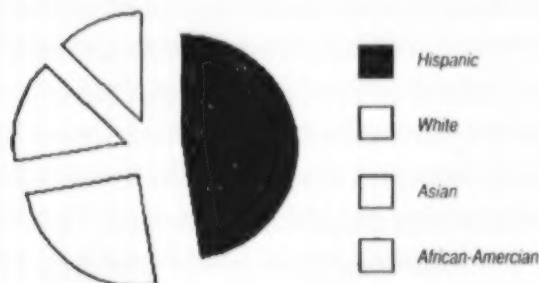
PRIORITY 8

Informed Decision-Making

The college committed to student and staff feedback with campus-wide surveys conducted every other year and to using "vital signs" as key performance indicators. . . . Based on the change in the District's allocation model to limit enrollment growth to 3% of the current year's enrollment, the college is prepared to grow strategically. Factored into this decision is the reality of the negative impact of the construction resulting from bond measure funds. Off-site locations are positioned to absorb the anticipated decline of on-campus enrollments while growing enough to capture all available state-funded appropriations. . . . The Shared Governance Council spent several days in Spring 2002 to review, revise, and update the 1998 document describing the decision-making process on the campus. The revision provides an increased role for faculty and a streamlining of the committee structure. Implementation begins in July.

STUDENT PROFILE

LACC's student enrollment reached its highest mark in 18 years when the number of credit students rose to 17,095 in Fall 2001. The college also has one of the most diverse student populations in the nation. The largest proportion of the student body continues to be Hispanic (44%), followed by White (23%). Asian/Pacific Islander (14%), and African-American (12%) students.



Women continue to outnumber men almost 3 to 2.

LACC's ethnically diverse student body provides a unique challenge to the education program for the college. Fifty-six percent of our students speak a primary language other than English (Spanish, 27%; Armenian, 9%; Korean, 5%; Russian, 7%; Filipino, 3%; other, 7%). The educational implication is that the majority of students are learning English as they learn their course subject matter.

The average age of the student body is 30.7 years. Only 14% of LACC students are under 20 years of age, the age most often associated with the first two years of college. Twenty-seven percent of students are 20-24 years of age; 28% are 25-34 years of age, and 31% are over 34 years of age.

Diversity is also found with the student's educational attainment prior to coming to LACC. Forty-seven percent possess a U.S. high school diploma; 24% a foreign secondary diploma; 11% an associate or bachelor's degree; 7% a GED or equivalent; 7% have not graduated from high school; and 4% were enrolled in grade 12 or below.

Educational goals and enrollment patterns of a diverse student population are also influencing the directions the educational program is taking. For example, during Fall 2001, 36% of LACC students indicated a vocational educational goal; 24% indicated they planned to transfer to a four-year college or university; 11% indicated general education; 13% transition; and 16% were undecided at enrollment.

Since most LACC students are mature adults, they must balance the demands of work and family responsibilities while they attend class. In turn, the typical student attends LACC on a part-time basis, taking both day and evening classes. Sixty-eight percent enroll for less than 12 units (35%, 6-11.5 units; 33%, fewer than 6 units; 32%, 12 or more units). Thirty-three percent of LACC students also attend both day and evening classes. Thirty-eight percent attend only day classes while 29% of students attend only evening classes.

BUDGET AND EXPENSES

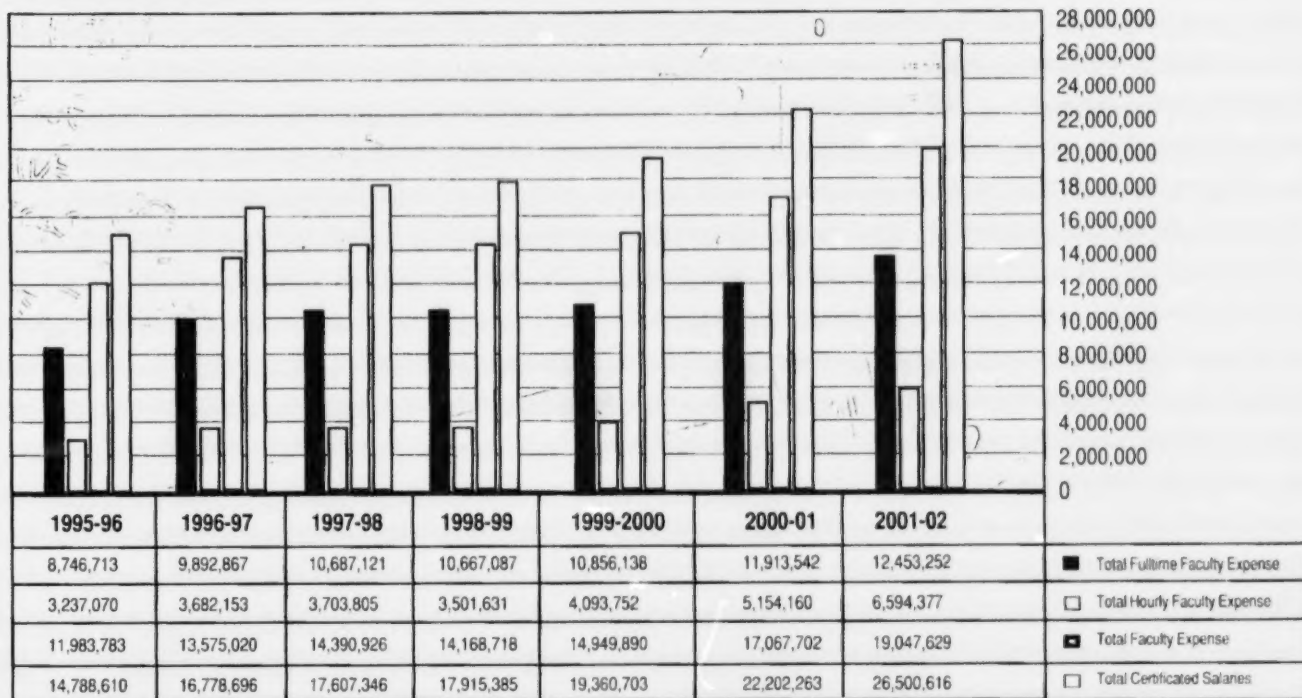
Since 1996 the college has overcome many obstacles, especially fiscal challenges. In 1997 the college was projected to have almost a \$6.5 million deficit which the college leadership reduced to \$1.6 million. In 1998, the district decentralized budgeting and financial management. Since that time the college has been in charge of its own financial management and has always ended up in the "black." More importantly the college has used its resources more effectively to improve the environment, facilities, and support to its instructional mission.

The charts on the following pages provide a visual review of the college's fiscal strength and growth since 1996.

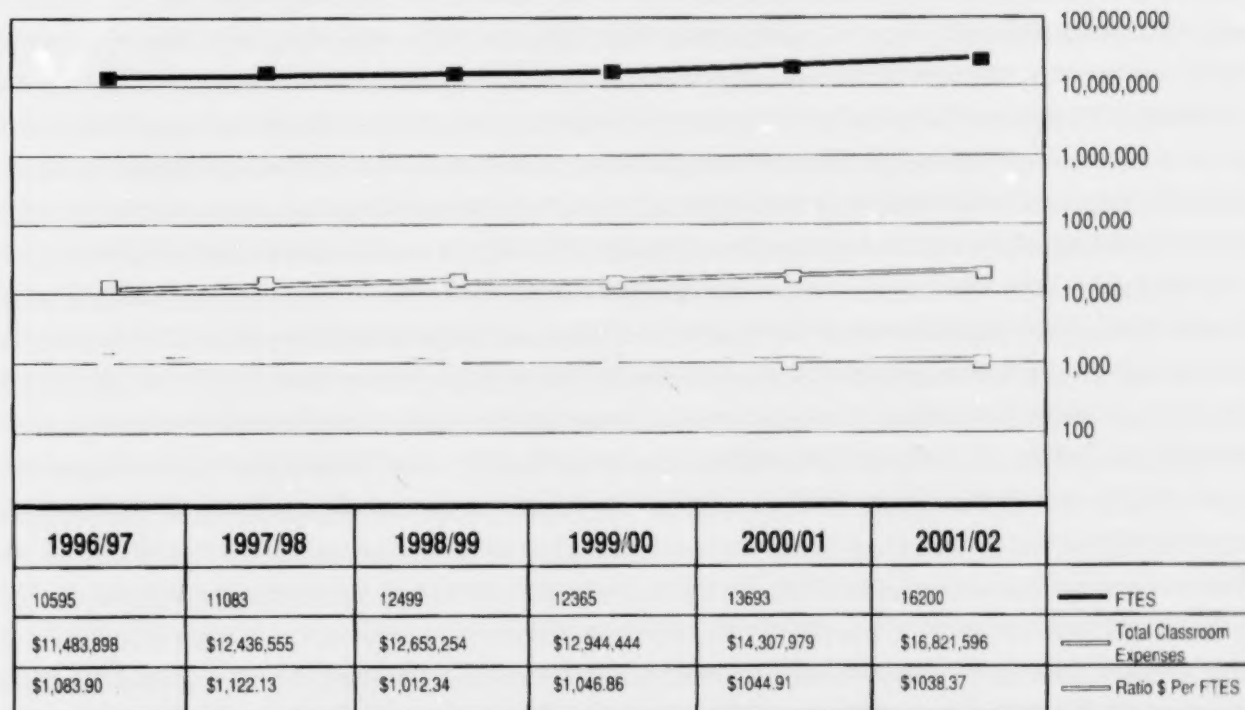


**DEMOGRAPHIC AND
FISCAL DATA**

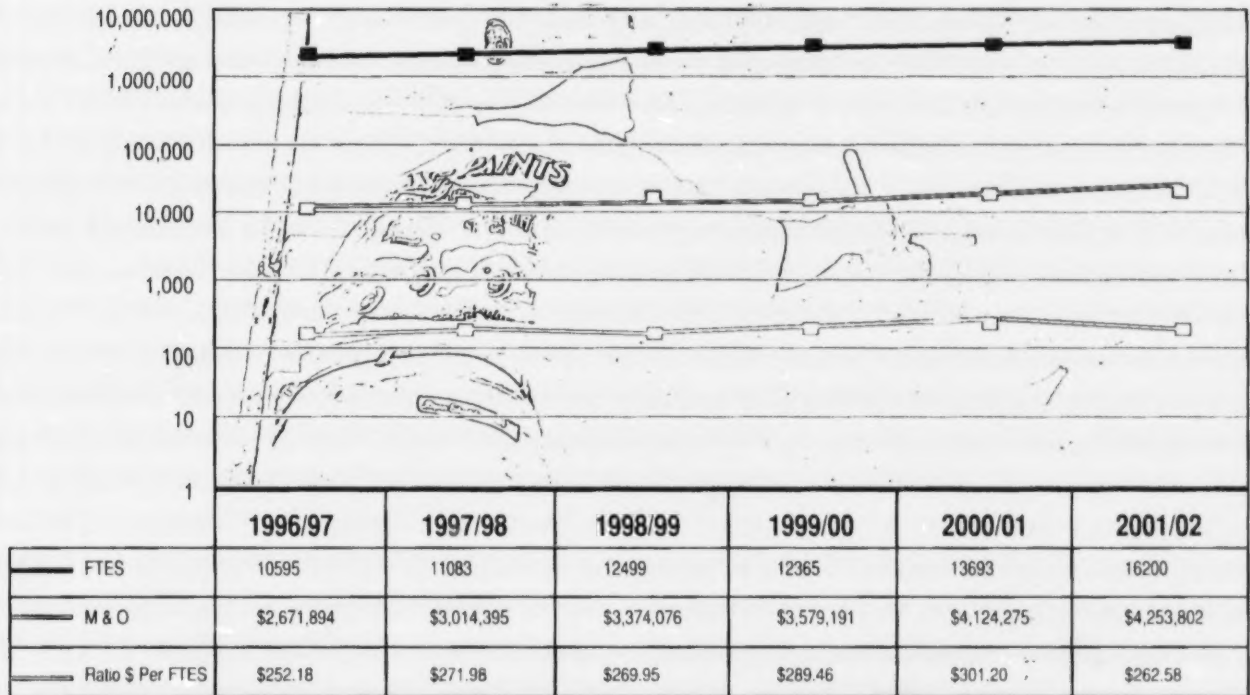
TOTAL FACULTY EXPENSES



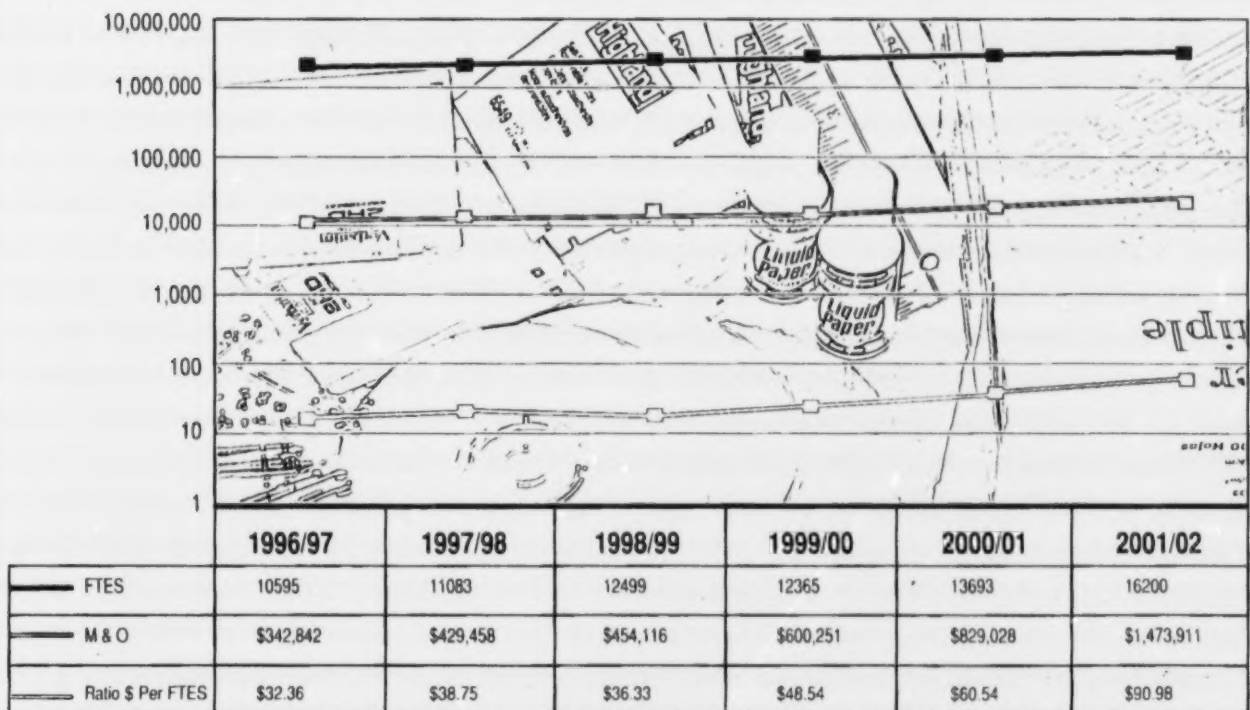
TOTAL CLASSROOM EXPENSES



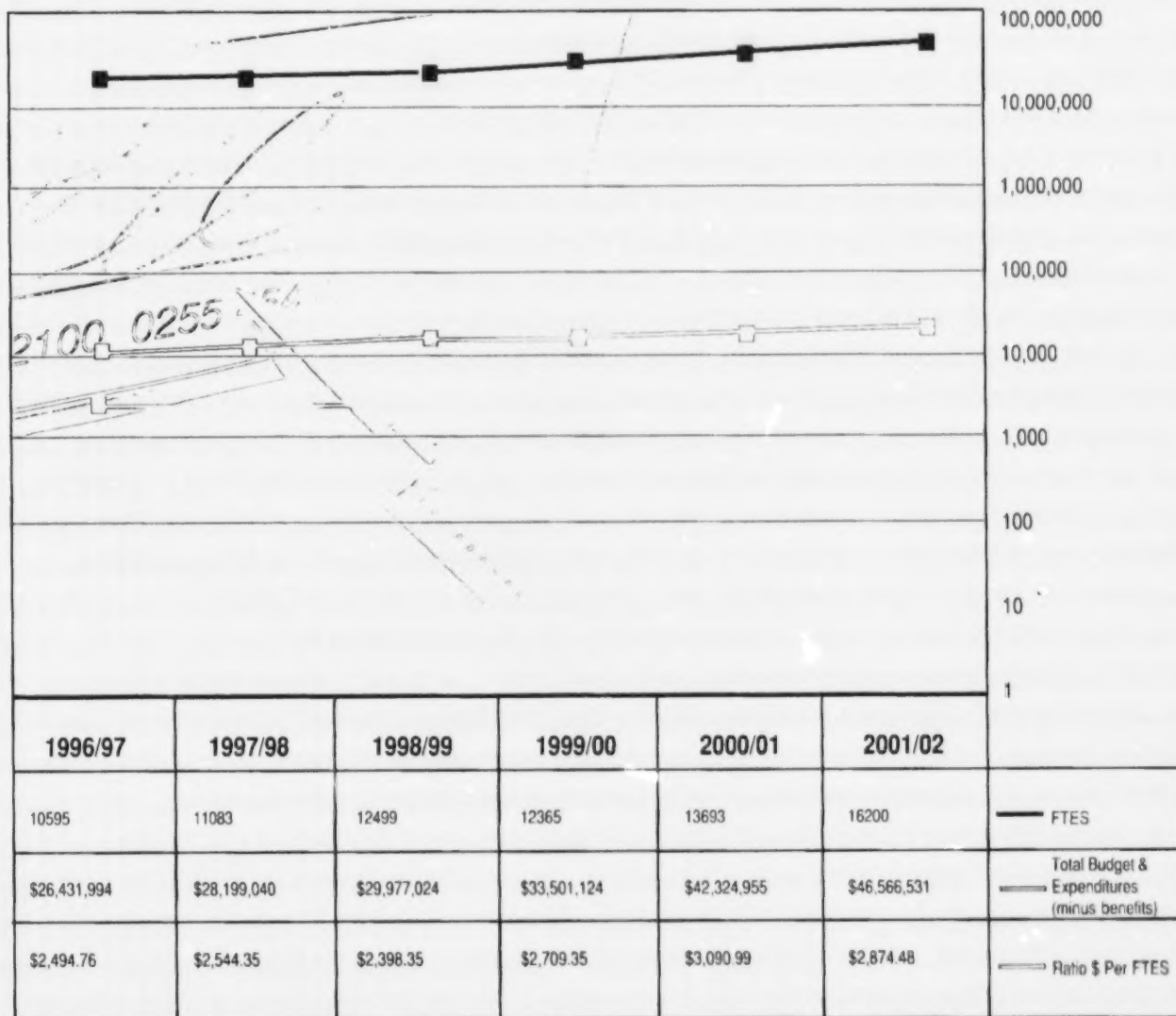
MAINTENANCE & OPERATIONS



SUPPLY EXPENSES



TOTAL EXPENDITURES (Minus Benefits)



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LOS ANGELES COMMUNITY COLLEGE DISTRICT ADMINISTRATION

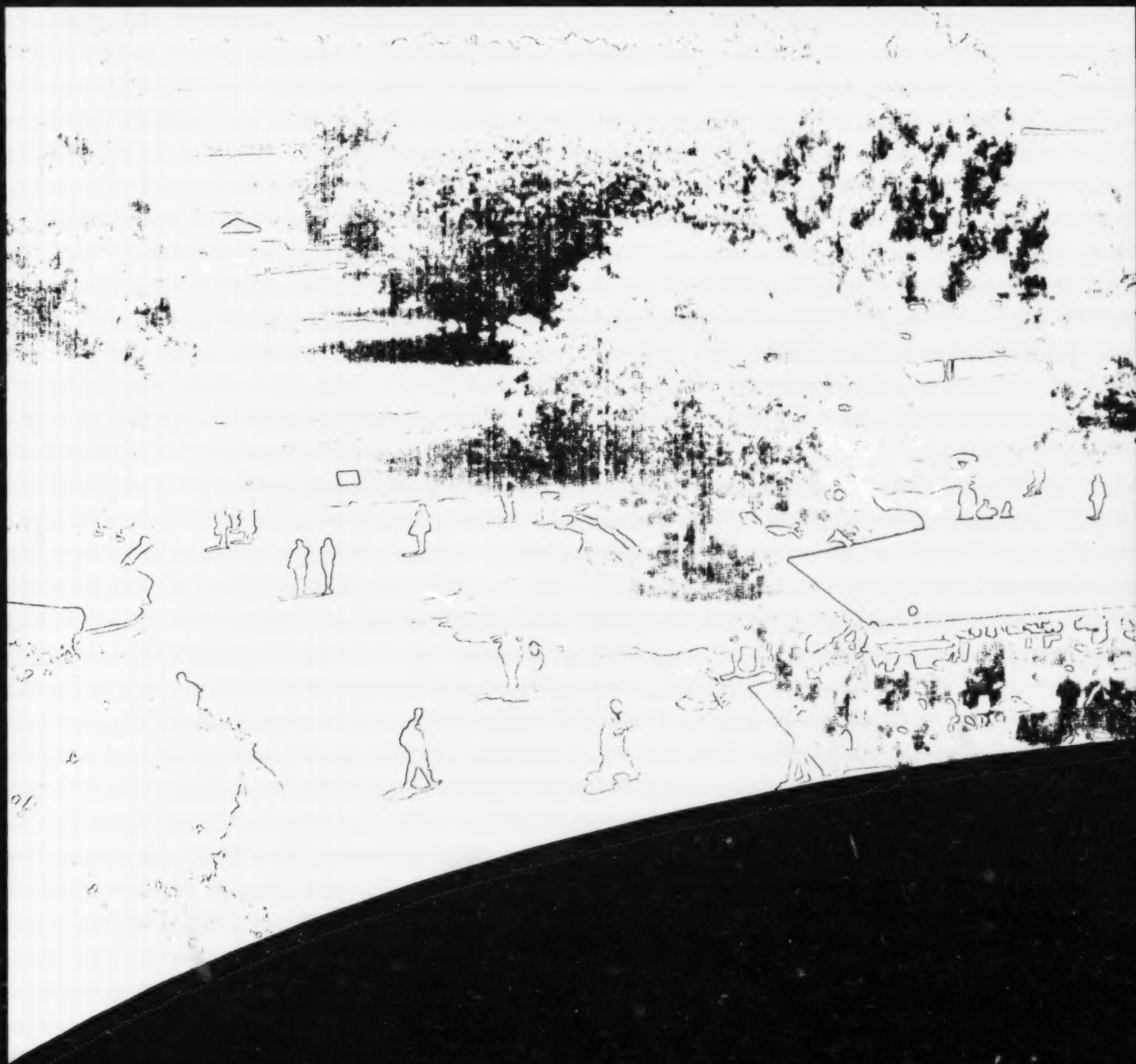
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Camille Goulet, General Counsel

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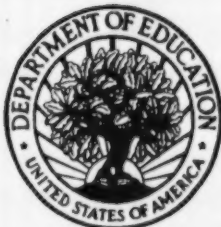


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